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EDC 310 The Teaching of Reading and Writing in the Primary Grades: Introductory Week

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Experimental Module of OER Development

EDC 310 The Teaching of Reading and Writing in the Primary Grades

Week 1

This OER features the introductory week of EDC 310 in which teacher candidates will learn to use methods of cultural anthropology to learn to be an observant classroom teacher and ethnographer, collect weekly data through weekly classroom fieldwork featuring their child partners, as well as enact culturally-responsive literacy teaching lessons for their child partners on a weekly basis.

Week 1 Reading for participant observation:

[Wesch, Chap. 2: The Art of Seeing, ANTH 101](#), by Michael Wesch and Ryan Klataske, licensed under Creative Commons Attribution-NonCommercial-ShareAlike 4.0

Reminder: Fieldwork Participant Observation Report due on Week 3.

Working with Your Child Partner in the Field

- Start with a morning message and schedule.
- Take a short **literacy walk** (take photos! Seek what the child knows as a reader, as a language user, but also as an expert in the school! Document expertise!).
- **Build a “Me Box” of Your Child Partners:** Be sure to document the stories that might orally prompt from the children; ask the child to draw his/her own favorite people and objects as part of a “Me Box” and talk about it; take photos of their work!
- Share one or more of your **read alouds**; try some “stop and shares” (“Whenever we come to something that reminds you of a friend or a family member or something that happened to you, stop and tell me!”).
- Ask your child to **think about...** (A) a chant, song, poem, or saying at home (e.g., [Down by the Bay](#)); (B) what they hear before they go to bed; and (C) what they hear when they get home from school. If a child immediately volunteers the answer, write it down. We will use this information for interactive writing later.

WHEN YOU COME BACK FROM WORKING WITH YOUR CHILD PARTNERS: WRITE ABOUT WHAT YOU LEARNED TODAY AND THE EVIDENCE YOU HAVE TO SHOW IT: WHAT DID YOU LEARN TODAY ABOUT:

- Your child partners’ name and how to pronounce it
- Environmental print your child recognizes as a reader – in English, in Spanish, in other languages (Literacy Walk and Read Aloud)
- Something your child partners love to do; favorite people/places/events in your child’s life experience
- Your partners’ use of language(s) – begin to document their repertoires of heritage languages, if any
- “Funds of knowledge” your children already possess in and out of school – stuff he/she knows a lot about!
- Anything else you notice regarding your [Burke Interview](#) findings:
 - Their interaction with the books and other texts
 - Their personalities and preferred ways of producing texts (via drawing, oral language, and/or body language)
 - What the children already know and can do as a reader and writer?
- In your notebook, provide thoughts about what you want to be sure to do/focus on and post the following table of initial observational findings onto Blackboard discussion board for sharing and discussion:

WHAT I LEARNED	EVIDENCE I HAVE TO SHOW EXAMPLES OF THIS

----- HOMEWORK:

Plan ahead for Week 2:

- Collect and develop all of your child partners' **name stories** (What are their full names? What were they named? What is the meaning of each name? What were the family histories and stories associated with their names, if any?)
- Collect and develop all of your child partners' stories on Me Box
- **Preparing for Participant Observation Report due on Week 3**

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